DOCUMENT RESUME

ED 159 617 CS 004 344

AUTHOR List, Carol
TITLE Television Viewing and Reading Achievement in Second Grade.
PUB DATE Apr 78
NOTE 56p.; M.A. Thesis, Kean College of New Jersey

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Childrens Television; Grade 2; *High Achievers; *Low Achievers; Primary Education; *Reading Achievement; *Reading Research; Relationship; Television Surveys; *Television Viewing; *Viewing Time

ABSTRACT

Both teachers and parents assisted in a study of the effect television viewing has on reading achievement. Second-grade teachers in the Montclair (New Jersey) school district identified students who read at least one year above grade level (high achievers) and students who read at primer level or below (low achievers). Parents of these students received letters asking them to complete and return enclosed calendars for the week of December 3, 1977, indicating what television programs their children watched at what times. Parents of five of 36 low achievers and 15 of 41 high achievers returned calendars. The data reveal that low achievers watch an average of 18.7 hours of television per week, while high achievers average 12 hours of television viewing per week, indicating a negative relationship between reading and televiewing. The data also reveal that cartoons, family comedy situations, and holiday specials were the favorite programs of both groups during the survey period. Two recommendations made as a result of the study are to continue this type of research with larger subject populations, and to urge school systems to inform parents of television viewing's benefits and deficits. (RL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED159617

TELEVISION VIEWING AND READING ACHIEVEMENT IN SECOND GRADE

by

Carol List

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Carol List

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Submitted in partial fulfillment of the requirement
for the Master of Arts degree in Education at
Kean College of New Jersey
April 1978

C 5004 3xx

ACKNOWLEDGEMENTS

The writer wishes to give my sincerest thanks to Dr. Clifford L. Bush for all of the help, understanding, and encouragement given.

To my husband, Melvin List, I owe a great deal of thanks for the support he gave me throughout the time I was working on this research paper. Finally, to my son, Darren Alexander List, I wish to express my thanks for having the patience to share his weekends with this paper.

TABLE OF CONTENTS

		Page
Acknowledgements		ii
LIST OF FIGURES		iv
CHAPTER		
I	INTRODUCTION TO THE STUDY	1
II	REVIEW OF RELATED LITERATURE	5
III	DESIGN OF THE STUDY	21
IV	PRESENTATION AND ANALYSIS OF DATA	25
V	SUMMARY AND CONCLUSIONS	34
BIBLIOGRAPHY		40
APPENDIX		43
	LETTER TO THE TEACHERS	44
	FORMS FOR TEACHERS	45
	LETTER TO PARENTS	47
	CALENDAR	48

LIST OF FIGURES

Figure		Page
1.	Weekly Average Televiewing By High Achievers	27
2.	Weekly Average Televiewing By Low Achievers	28
3.	Televiewing By Second Grade Children	29

CHAPTER I

INTRODUCTION TO THE RESEARCH

INTRODUCTION

Television has become a very big factor in the lives of young children. A 1970 census estimated that ninety-six per cent of all American homes have at least one television set.[1] This would indicate most children have easy access to television when they are not in school.

> Since there are figures that indicate that by the time a child is five, he has watched TV as many hours as it takes to earn a B.A. degree and that by the teen-age years a child has seen over 3,000 episodes of killing, we really are dealing with an educational environment.[2]

This study was concerned with investigating the correlation between the amount of television viewing and the type of programs watched and the reading achievement of second grade children.

---

[1] J.P. Robinson. "Television's Impact on Everyday Life; Some Cross National Evidence." Television and Social Behavior. ERIC, ED 059 626, 1971, p.4.

[2] Dorothy H. Cohen, "Is TV a Pied Piper?" Young Children. ERIC, EJ 106 278, November, 1974, p.2.

STATEMENT OF THE PROBLEM

Does the amount of television viewing and the type of programs watched relate to reading achievement in second grade children?

SIGNIFICANCE OF THE PROBLEM

It is important for teachers to have an awareness of outside elements that may relate to or influence a child's reading achievement. Television and reading are a way of communicating. Television communication is often one-way communication; there is no feedback interaction.

Reading is a subject taught basically in elementary school. Much more time is spent teaching reading in the primary grades than in middle grades or junior or senior high school. It is of utmost importance to identify and teach the low achievers since statistics show the earlier a child is remediated, the more beneficial the remediation. If teachers can identify any outside elements as positive or negative influences on reading achievement, colleagues and parents can be informed of these findings and try to diminish the negative and increase the positive. Therefore, this study may give insight into an environmental factor that may be related to reading achievement of second grade children.

PURPOSES OF THE STUDY

One basic purpose of this study was to see if there was a significant correlation between reading achievement and the number of hours spent watching television by second graders. Another purpose was to determine if there was a significant correlation that existed between reading achievement and the types of television programs watched.

ASSUMPTIONS AND LIMITATIONS

Assumptions

There were three assumptions for this study. First, the child was competent at the level in which he was reading. Second, the socio-economic variables were held constant. Third, parents were willing to conscientiously and honestly fill in the calendar with the length of time and the names of television programs watched.

Limitations

There were three limitations for the study. First, the study was limited to a small number of second graders in one town. Therefore, the size of the testing group may have influenced the final outcome. Second, time was a limiting factor since research possibilities were extensive. Third, the number of hours spent watching television and the names of the programs were

determined by a calendar composed by this surveyor.

DEFINITIONS OF TERMS

To alleviate the possibility of misinterpretation of the study, several terms are defined as they apply to the study.

High achievers were those children in second grade reading one year or more above grade level in the Houghton Mifflin series. Low achievers were those children in second grade reading on a primer level or lower. Television time and type of program was determined by a one week calendar designed by this surveyor and filled in by each child's parent indicating name of programs and length of time watched.

SUMMARY

Chapter I has presented the question of whether there is a significant correlation between reading achievement and the number of hours spent watching television. It has also questioned whether a significant correlation exists between reading achievement and the types of television programs watched. The results of this study may help identify an environmental factor that may relate to reading achievement.

CHAPTER II

REVIEW OF THE LITERATURE

INTRODUCTION

Television has become an integral part of everyday life in America. By the time children enter kindergarten many have already developed preferences of television programs.[1] Adults from all walks of life have opinions as to how television affects children. Studies have been made on many aspects of television and the viewing audience. Research on the effects of television have been greatly varied during the past twenty-five years.

The research literature is presented in chronological order. This research investigated the amount of television viewing, the types of programs viewed and the reading achievement of children.

---

[1] Jack Lyle, "Television in Daily Life: Patterns of Use" (overview), Television and Social Behavior, IV. A technical report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior, Edited by Eli A. Rubinstein, George A. Comstock and John P. Murray, Rockville, Maryland: No date given, but it would have to be 1972 or after, ERIC, ED 059 626, p. 9.

REVIEW OF THE LITERATURE

Jack Greenstein[2] conducted a study in October 1950 with sixty-seven sixth grade students in a Chicago elementary school. The main purpose of this study was to determine whether television had an effect on elementary grades. Greenstein found that the children's grades were not adversely affected by watching television. He believed other factors influenced poor grades and if it had not been television, it would have been something else.

In 1952 School Life reported a study conducted by Walter J. Clark.[3] He used nearly 1,000 sixth and seventh grade children in schools in the Cincinnati area. Clark compared school achievement, mental age and parental control of television with those children who did not have television sets. He found no significant difference in the two groups in school achievement. However, the data showed poor school achievement, lower I.Q.'s, lower parental control and poor television habits tended

---

[2]Jack Greenstein, "Effects of Television Upon Elementary School Grades," Journal of Educational Research, 48, 1954, pp. 161-176.

[3]Walter J. Clark, Xavier University, Cincinnati, Ohio, as found in Franklin Dunham, "Effect of Television on School Achievement of Children," School Life, 34, 1952, pp. 38-39.

to be found in the same child.

The average weekly hours spent watching television was thirty hours. Comedy, westerns, talent shows and mystery-crime shows were the most popular. Clark found children tended to watch all or none of the mystery shows. He believed that children should be guided by teachers and parents and taught how to make choices of television programs they watched.

Donald G. Tarbet[4] reported a study in The Clearing House in April, 1956. It was conducted by three students from the University of North Carolina. Leonard Bullock, Douglas B. Dewing and Anne M. McCabe studied the television habits of approximately 267 grade children from four schools in the Chapel Hill, North Carolina area.

They found the average viewing time for the weekdays was three hours a day. However, when the weekend was included, less television was watched on Sundays and the weekly average was nineteen to twenty hours. The children's favorite programs were mysteries, westerns and comedies. Bullock, Dewing and McCabe concluded that

---

[4]Leonard Bullock, Douglas B. Dewing, Anne M. McCabe, "Television Habits of Sixth-Grade Children," University of North Carolina, Chapel Hill, North Carolina. as found in Donald G. Tarbet, "The Televiewing Habits of Pupils," The Clearing House, April, 1956, pp. 486-487.

televiewing for twenty hours a week was not detrimental to school achievement or pleasure reading.

In 1954 Lloyd F. Scott[5] conducted an investigation to determine if a relationship existed between television viewing time and several different characteristics of children. Among these characteristics was achievement in reading, mathematics and total achievement. The study was conducted during a two week period in San Leandro, California on 407 children in sixth and seventh grades. The tests used to determine achievement were the California Test of Mental Maturity, long form and California Achievement Tests, complete battery.

A daily television log was used with the information on television listing obtained from the California daily Tribune. In school the children checked the programs seen the day before and indicated how they felt about each program viewed. Scott developed recall questions to check the validity of each child's responses. He found

> the children who watched the most television were lower in reading achievement, significance at the five percent level; lower in math achievement, significance at the one percent level and in

---

[5]Lloyd F. Scott, "Television and School Achievement," Phi Deltal Kappan, 38, 1956, pp. 25-28.

total achievement they were also lower, significance at the five percent level.[6]

Betty Rech Slater[7], 1963, investigated to determine if a significant correlation existed between general school achievement and the amount of time spent watching television by third grade children. She used 500 children from Erie County, New York in her study. The findings indicated approximately three hours per day or almost twenty-three hours per week was the average television watching time. Boys spent slightly more time watching television than girls did.

The favorite programs were slap-stick comedy situations, adventure stories and news reports. Cartoons, films and westerns were also popular with the children.

Glenn W. Thompson's[8] study, as reported in the Journal of Education Research, December, 1964, tried to determine if commercials seen on children's favorite

---

[6] ibid., p. 28.

[7] Betty Rech Slater, "An Analysis And Appraisal Of The Amount Of Televiewing, General School Achievement, And Socio-Economic Status of Third-Grade Students In Selected Public Schools of Erie County, New York," Dissertation Abstracts, 25, April, 1965, pp. 5651-5652.

[8] Glenn W. Thompson, "Children's Acceptance of Television Advertising and the Relation of Televiewing to School Achievement," Journal of Education Research, 58, December, 1964, pp. 171-174.

programs were understood and influenced them to use the advertised product. He related these reactions to intelligence, school achievement, amount of televiewing and socioeconomic status. One hundred third graders were selected from central Pennsylvania community schools.

Some of the results were the following. The average weekly viewing time was approximately twenty-five hours a week. Favorite programs included in order children's programs, westerns and comedies.

Although Thompson found a negative correlation between televiewing and total achievement test scores, he felt this was not valid when the mental age was held constant, as the correlation with total achievement dropped to an insignificant relationship. He concluded that the amount of hours spent watching television did not detrimentally affect school achievement.

A study of the relationship between the television viewing habits and scholastic achievement of fifth grade children was investigated by Jeanne Antoinette LaBlonde[9] in 1966. There were 294 children in her sample. She found no clear relationship between television viewing

---

[9]Jeanne Antoinette LaBlonde, "A Study of the Relationship Between Television Viewing Habits and the Scholastic Achievement of Fifth Grade Children," Dissertation Abstracts, 27, February, 1967, p. 2284A.

habits and school achievement.

Paul Witty[10] began his studies in 1949 and continued studies for each year through 1965. Each year he included approximately 2,000 children, their parents and their teachers in his studies. He obtained information by interviews and questionnaires. The sample of children were from Chicago and surrounding areas.

In 1949-1950 television was watched an average of twenty-one hours per week. An average of twenty hours per week was found in 1965. The favorite programs showed a change over the years.

> In 1949-1950 Hopalong Cassidy, Howdy Doody, Lone Ranger, Milton Berle and Arthur Godfrey appeared in the children's list of favorites. In 1965 Man from U.N.C.L.E., Bewitched and The Adams Family were among the tip favorites.[11]

A large percentage of what children watch and like is considered fantasy.

Only a slight relationship was found between the amount of televiewing and reading achievement. When extremes were taken, a difference did appear. In a fifth grade, the children in the upper fourth of the class

---

[10]Paul Witty, "Children of the Television Era," Elementary English, 44, May, 1967, pp. 528-535.

[11]ibid., p. 529.

on achievement tests averaged nineteen to twenty hours per week while those in the lower fourth averaged twenty-seven hours. Twenty-one hours was the average for the total group. However, when the homes were researched, it was found that the lower fourth came from homes generally more limited than those in the upper fourth. Other factors, in addition to excessive televiewing, were found. It was also established that some students did better work in school because of interests sparked by television.

The studies also showed children read more in 1965 than in the past. Yet some children read less and some hardly read at all. Three hours is devoted to televiewing and only one hour to reading.

In 1970 Jack Lyle and Heidi R. Hoffman[12] studied 500 tenth graders, over 800 sixth graders and 274 first graders in a town bordering the Los Angeles area. They wanted to determine how much time was spent watching television by each group and what the children liked to watch. They found a great variation in the amount of

---

[12]Jack Lyle, Heidi R. Hoffman, "Television In The Daily Lives of Children," Television and Social Behavior, 4, 1971, Wahsington, D.C., U.S. Government Printing Office, ERIC, ED 059 626, pp. 1-12.

viewing time between groups as well as a difference from day to day viewing of the same individual. "The amount of time spent viewing builds to a peak somewhere around the period at which the child approaches adolescence. Then it begins a slow decline."[13]

Data were collected from the sixth and tenth graders in school by using questionnaires the pupils answered. With first graders individual interviews were used as well as telephone interviews with 114 first grade mothers. They used the Lorge-Thondike scores for intelligence. Their results showed the bright sixth grade students watched more television than other sixth grade students. These students also read more books and newspapers and took part in more sports and social activities. Bright tenth grade students watched less television than other students of the same age.

> First graders favorite programs were cartoon shows and comedies. Sixth graders liked family situation comedies and adventure programs; while tenth graders favorite programs were adventure, dramatic and music/variety shows.[14]

---

[13] ibid., p. 2.

[14] ibid., p.3.

Perry R. Childers and James Ross[15] studied the television habits of 100 fourth and fifth grade students. The students were given questionnaires in which the amount of television and types of programs watched was obtained. The average number of hours watched daily was approximately three. Childers and Ross pointed out this showed little change over the past twenty years.

The researchers concluded there was no significant relationship between children's school achievement and the amount of television watched. Childers and Ross believed teachers and parents should teach children how to pick and choose what to watch so that the three hours a day would not be wasted.

In 1974 John D. Starkey and Helen Lee Swinford[16] undertook a study to try to clarify the relationship between television watching and reading. They studied 226 fifth and sixth graders in a mid-western suburban

---

[15]Perry R. Childers, James Ross, "The Relationship Between Viewing Television and Student Achievement," The Journal of Educational Research, 66, 1973, pp. 317-319.

[16]John D. Starkey, Helen Lee Swinford, "Reading? Does Television Viewing Time Affect It?" Northern Illinois University, De Kalb, Illinois, 1974, ERIC, ED 090 966, pp. 1-12.

city. The students were reading at five different reading levels according to teacher placement. Twenty-nine hours per week was found to be the average viewing time for the entire group, with boys watching two hours per week more television than girls.

The researchers pointed to some positive effects of television viewing: people remember facts that they see; the vocabulary of the average first grader has almost doubled since television viewing began; television is a stimulus for reading; the poor reader learns things he never would have because of his inability to read about it.[17] Starkey and Swinford found a relationship between the amount of televiewing and reading achievement: the better readers watched less television than poor readers. According to these researchers this relationship begins to appear in upper elementary grades and becomes stronger in junior and senior high school. They also stated it had been found in other studies that the better readers are becoming more discriminating in what they watch.

Starkey and Swinford also discussed the Lyle and Hoffman report because it found brighter sixth graders watched more television than the average sixth grader.

---

[17] ibid., p. 6.

> The lowest students and the cream-of-the-crop seem to have been measured against the run-of-the mill students, a grouping system not used in the other studies under consideration.[18]

They were trying to make the point that under close examination, the results of Lyle and Hoffman were not entirely opposed to the theory "that viewing time is negatively related to intellectual level. (The more intelligent students are also the better readers.)"[19]

A national inventory of television viewing behavior was undertaken by Leonard A. LoSciuto.[20] His main objective was to collect information that related to televiewing behavior in the United States. He stated this research was to be considered a pilot study since it was of exploratory nature and was limited financially. The study included 252 families.

LoSciuto stated that the type of questioning used

---

[18] ibid.

[19] ibid., p. 2.

[20] Leonard A. LoSciuto, "A National Inventory of Television Viewing Behavior," Television and Social Behavior, IV, A technical report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior, Edited by Eli A. Rubinstein, George A. Comstock, and John P. Murray, Rockville, Maryland: No date given, but it would have to be 1972 or after, ERIC, ED 059 626, pp. 33-86.

determined the number of televiewing hours reported. He said those studies that asked people to give an idea of how much television was watched by taking an average day produced the highest estimates. Diaries resulted in the lowest estimated and those samples taken the following day in which people reported what they watched the day before usually gave an estimate between the two extremes previously stated. LoSciuto indicated the median estimate is less than two hours daily.

When mothers were interviewed on children's favorite programs within the ages three to twelve, they listed cartoons, children's programs and family comedies as favorites. He also stated that although mothers indicated children's programs as one of the favorites, this was not reflected in the actual viewing.

> The five most often mentioned favorites were those that scored highly in the Nielsen ratings: football games, Marcus Welby, Flip Wilson, Mod Squad, and Medical Center. The diary data, however, reveal that game shows, movies, and news account for much actual viewing time whether or not they are chosen as "favorite programs."[21]

---

[21] ibid., p. 84.

John Kirkaldy[22] reported a study compiled by Kevin Tinday and David Reid, both associated with the Sydney Teachers College's Audio Visual Centre, Sydney, Australia. The studies were made in 1974 and 1975 on 1,296 Australian children ranging from kindergarten to sixth grade. The children were divided into three groups: under-achievers, average achievers and over-achievers. The study showed that the under-achievers watched five percent more television per week than the over-achievers.

> Tinday and Reid suggest that it may be the additional time given to television viewing that has had a detrimental effect in school performance, or it could be that under-achievers are more attracted to television as a means of compensation or escape from school and associated activities at which they have not been successful.[23]

SUMMARY

Chapter II presented the related research on television viewing habits of children. It looked at the amount of time spent viewing television, the types of programs watched and the correlation to reading achievement in school.

---

[22] David Reid, Kevin Tinday, "Television Children," Sydney Teachers College's Audio Visual Centre, Sydney, Australia, as found in James Kirkaldy, "TV survey links viewing and under-achievement," Times Educational Supplement, 3164, January 23, 1976, p. 15.

[23] ibid.

The average weekly hours of television watching varied with the studies that were reviewed. LoSciuto stated the type of questioning used determined the number of televiewing hours reported. The highest number of hours watched for a weekly average was Clark, with thirty hours reported. Bullock, Dewing, McCabe and Slater reported the lowest average of nineteen to twenty hours per week. Those between these two averages are as follows: Childers and Ross three hours daily, Witty twenty-one hours, Thompson twenty-five hours and Starkey and Swinford twenty-nine hours. Childers and Ross felt there had been little change in televiewing averages during the past twenty years.

The favorite programs varied with the age of the child in the study. The particular names of the shows have changed over the years as the programs have been added or dropped.

Tenth graders' favorite programs were adventure, dramatic and music/variety shows. Sixth and seventh graders were found to like comedy, westerns, talent shows, mystery-crime and family shows. Third graders liked cartoons, films, westerns and comedies. Cartoon shows and comedies were reported as first graders' favorites. Many of the researchers felt children should

be taught how to choose good television programs.

The question of whether television viewing showed a correlation to reading achievement in school was a diverse one. The researchers who found televiewing showed no correlation to reading achievement were Greenstein, Clark, Bullock, Dewing and McCabe, Glenn, LaBlonde and Childers and Ross. Lyle and Hoffman reported bright sixth graders watched more television than the other sixth graders, while bright tenth graders watched less than their peers. However, these results of sixth graders were questioned by Starkey and Swinford.

Those researchers who found a relationship between the amount of televiewing and reading achievement were Scott, Witty, Starkey and Swinford, Lyle and Hoffman with tenth graders and Tinday and Reid. When extremes in a class were compared, Witty explained, there was a definite difference in the amount of televiewing with the lower quarter of the class watching more television than the upper quarter.

These questions have interested researchers and others since children began to watch television. The results of the research, even in the 1970's, have continued to be diverse. This diversity indicated that another study was justified.

CHAPTER III

DESIGN OF THE STUDY

INTRODUCTION

The primary purposes of this study were twofold. The first purpose was to see if there was a significant correlation between reading achievement and the number of hours spent watching television by second graders. The second purpose was to determine if there was a significant correlation that existed between reading achievement and the types of television programs watched.

PROCEDURES

A meeting was held with all second grade teachers in one large elementary school in Montclair. The purpose of the study was explained and each teacher was asked to fill out a form indicating those second grade children reading one year or more above grade level and those children reading in a primer or lower. After this meeting it was decided by this researcher that not enough children would be included in the study if only one school was used. Thus, the study was expanded to all second grades in the Montclair school district; this included five more elementary schools. The second grade teachers in these schools were visited individually

using the same procedure as that used in the meeting with second grade teachers.

A calendar for the week of December 3, 1977 and a cover letter were devised by this researcher and were sent through the mail. The cover letter explained who was doing the study, what information was needed and asked the cooperation of the parents in filling out the calendar with the television programs watched by their child. The calendar was devised to be able to investigate the amount of televiewing and types of programs watched.

SOURCES OF DATA

The subjects selected for this study were second grade children reading one year or more above grade level or reading in a primer or below. The children were designated by their classroom teachers. Of the children reading in a primer or below twenty-three were boys and thirteen were girls. Of those children reading one year or more above grade level, seventeen were boys and twenty-four were girls.

METHODS OF GATHERING DATA

A calendar with a cover letter was mailed to each family of the children involved in the study. The parents completed the calendar by filling in the name

of the television program or the channel watched in the appropriate date and time. The calendar was completed for the week of December 3rd and was returned in a self-addressed stamped envelope.

Each envelope was color-coded to indicate the level of reading and the sex of the child. The low achievers' envelopes were addressed in green ink with a green m or f, indicating sex, written on the envelope and on each calendar. The high achievers' envelopes were addressed in blue ink with a blue m or f written on the envelopes and calendars. The letters were mailed November 28, 1977.

DESCRIPTION OF DATA GATHERING INSTRUMENTS USED

The calendar composed by this surveyor consisted of five pages. The weekend days, Saturday and Sunday, had one page each. The day was divided into hour periods with AM and PM designated. Space was left by each time period in which the program or channel could be written. The weekdays were divided into half hour periods for the time before school began and that time immediately after school ended. From four PM to ten PM on the weekdays the time was divided into hour periods. The cover letter explained how to fill out the calendar. Included in each letter was a stamped self-addressed envelope

in which to return the data.

SUMMARY

This chapter outlined the procedures used in the study. A description of the data-gathering method was also provided.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

INTRODUCTION

This chapter discusses the findings and analysis of the data to determine if a relationship exists between the amount of televiewing and reading achievement of second grade children. It also discusses the favorite television programs of this age child.

PRESENTATION AND ANALYSIS OF DATA

The question which this researcher tested was whether the amount of television viewing and the type of programs watched relate to reading achievement in second grade children. Of thirty-six calendars sent to the low achievers, five were returned. The total weekly hours watched by these children were 93.5 for an average of 18.7 hours per week. The weekend total was 28 hours for an average of 5.6 hours per weekend and the weekday total was 65.5 hours for an average of 13.1 hours per week. The fact that these averages were based on a total of only five returns may not give a true picture of the amount of televiewing by this group of children. One child watched seventy minutes for the entire week, while another watched forty-three hours.

Of forty-one calendars sent to the high achievers, fifteen were returned. They had a total weekly viewing of 180 hours or an average of 12 hours per week. The weekend viewing time was 102 hours for an average of 6.8 hours. These averages are pictured in Figure I.

In both of these groups the overall favorite programs were the cartoons. The Brady Bunch was the next favorite in both groups with special Christmas programs third in popularity.

SUMMARY

This chapter presents the findings of the research study. The charts give a visual representation of the data. The data analysis reveal that the low achievers watch an average of 18.7 hours per week while the high achievers watch 12 hours per week. This shows a negative relationship between reading and televiewing. The data also reveal cartoons, family comedy situations and holiday specials are favorite programs of both groups.

FIGURE 1.

WEEKLY AVERAGE TELEVIEWING BY HIGH ACHIEVERS

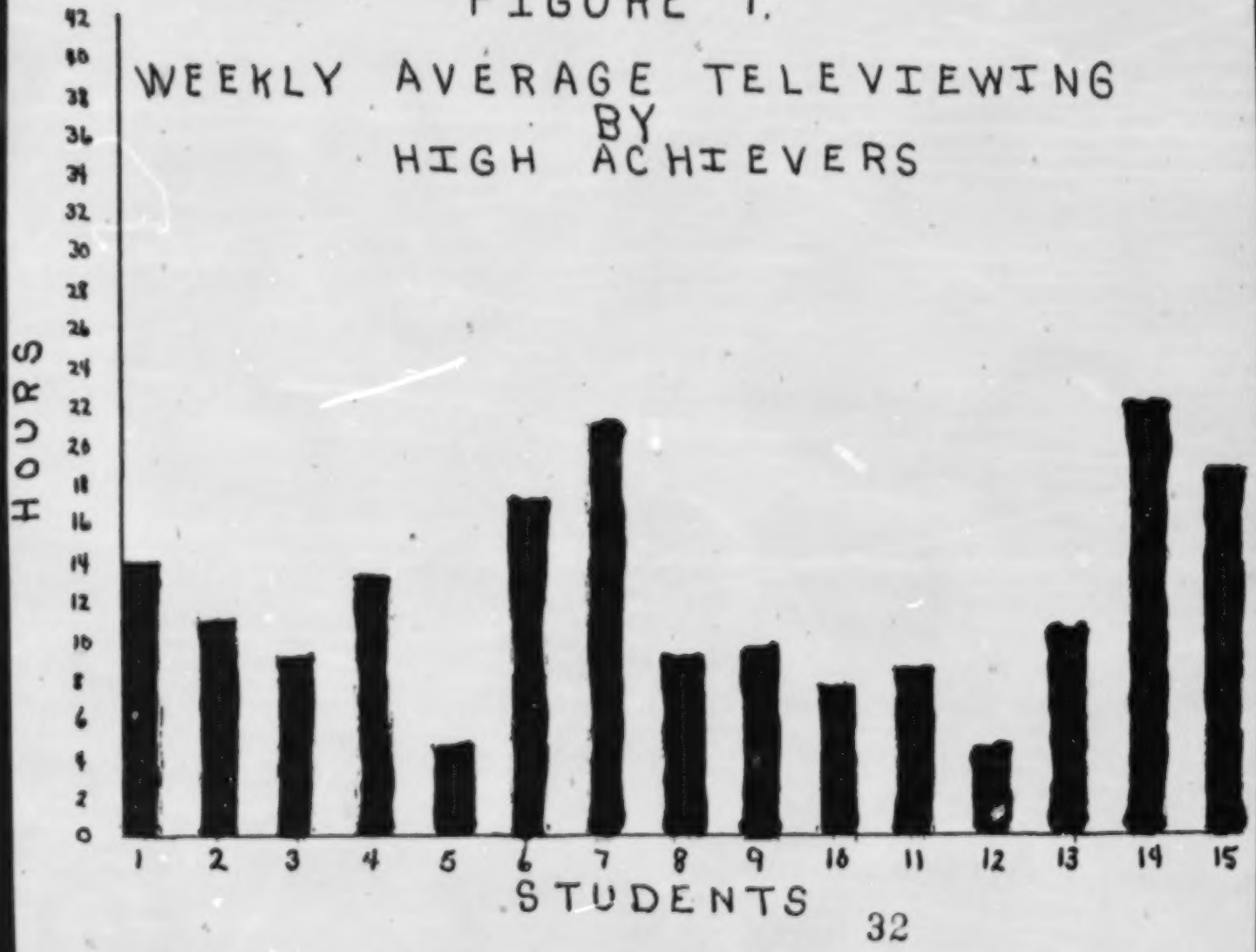
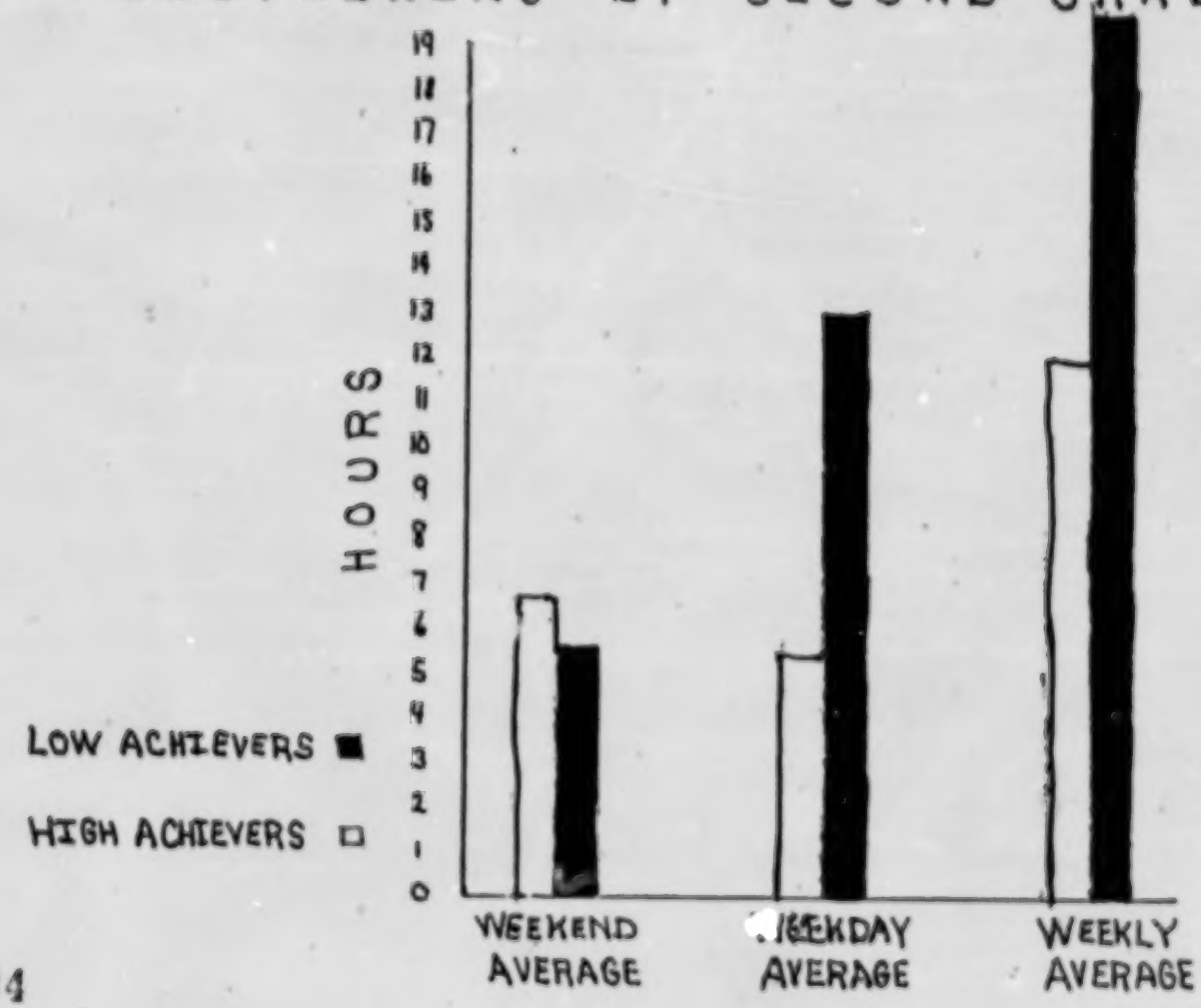


FIGURE 2.

WEEKLY AVERAGE TELEVIEWING BY LOW ACHIEVERS

FIGURE 3.

TELEVIEWING BY SECOND GRADE CHILDREN



TELEVISION PROGRAMS WATCHED

BY

HIGH ACHIEVERS

Cartoons	166
The Brady Bunch	63
Christmas Specials	56
I Love Lucy	18
Carol Burnett and Friends	9
The Muppets	5
Krofft Supershow	4
Little House on the Prairie	4
Star Trek	4
Happy Days	3
Laverne and Shirley	3
The Hardy Boys	3
Abbott and Costello	2
Big Blue Marble	2
Brand New World	2
Captains Courageous	2
Christmas Tree Lighting	2
Electric Company	2
Ghidrah the Three-Headed Monster	2
Good Times	2
Gong Show	2
Sesame Street	2

HIGH ACHIEVERS' PROGRAMS (continued)

Chips	1
Circus of the Stars	1
Emergency	1
Fantastic Voyage	1
Football	1
Giant from the Unknown	1
Godzilla verses the Sea Monster	1
In Search of Malayan Mysteries	1
Joker's Wild	1
Patchwork Family	1
Space 1999	1
Starsky and Hutch	1
That's Hollywood	1
The Amazing Apes	1
The Rockford Files	1
The Waltons	1
Twenty-Five Thousand Pyramid	1
Walt Disney	1
Welcome Back Kotter	1
What's Happening	1
Wonderama	1
Zoom	1

TELEVISION PROGRAMS WATCHED

BY

LOW ACHIEVERS

Cartoons	54
The Brady Bunch	20
Christmas Specials	13
I Love Lucy	12
Carol Burnett and Friends	9
Mickey Mouse Club	5
Happy Days	3
Welcome Back Kotter	3
Zoom	3
Good Times	2
Laverne and Shirley	2
Sons of Robin Hood	2
The Hardy Boys	2
War of Gargantuas	2
What's Happening	2
Wonderful World of Disney	2
Ballet	1
David and Goliath	1
Magic of Mark Wilson	1
Perils of Penelope	1
Star Trek	1

LOW ACHIEVERS' PROGRAMS (continued)

The Muppets	1
The Time of Their Lives	1

CHAPTER V

SUMMARY AND CONCLUSIONS

INTRODUCTION

This chapter has presented a summary of the study. It includes the restatement of the problem, description of the procedures used, summary of the findings and conclusions and recommendations for further research.

RESTATEMENT OF THE PROBLEM

The purpose of this study was to investigate the relationship between the amount of televiewing, the type of programs watched and the reading achievement of second grade children in Montclair, N.J.

DESCRIPTION OF PROCEDURES

Relevant information necessary to conduct the study was compiled by this researcher after receiving information from second grade teachers in six elementary schools in Montclair, N.J. The purpose of the study was explained to the teachers. The teachers were asked to fill out a form indicating those second grade children reading one year or more above grade level and those children reading in a primer or below.

A calendar for the week of December 3, 1977 and a cover letter were devised by this researcher and sent

through the mail with a self-addressed, stamped envelope enclosed with each calendar. The calendar was devised to be able to investigate the types of programs watched and the number of hours viewed. Thirty-six calendars were sent to the low achievers from which five were returned. Calendars were sent to forty-one high achievers; fifteen were returned. The results were computed by averaging the number of hours watched by those who responded to the investigation. Programs watched were tallied.

SUMMARY OF THE FINDINGS

The data analysis in this study revealed the low achievers watched an average of 18.7 hours per week. This average was based on a return of five children. One child watched seventy minutes and two watched thirty-eight hours or more. The high achievers watched an average of 12 hours per week. This average was based on a return of fifteen children. This showed a negative relationship between reading and televiewing. The data also revealed cartoons, family comedy situations and holiday specials were favorite programs of both groups.

CONCLUSIONS

The weekly averages of 12 hours for the high achievers and 18.7 hours for the low achievers in televiewing were lower than those found by research. The research investigated showed the highest number of hours watched for a weekly average was Clark[1] with thirty hours reported. The lowest averages of nineteen to twenty hours per week were reported by Bullock, Dewing, McCabe[2] and Slater.[3]

---

[1]Walter J. Clark, Xavier Univeristy, Cincinnati, Ohio. as found in Franklin Dunham, "Effect of Television on School Achievement of Children," School Life, 34, 1952, pp. 88-89.

[2]Leonard Bullock, Douglas B. Dewing, Ann M. McCabe, "Television Habits of Sixth-Grade Children," University of North Carolina, Chapel Hill, North Carolina. as found in Donald G. Tarbet, "The Televiewing Habits of Pupils," The Clearing House, April, 1956, pp. 486-487.

[3]Betty Rech Slater, "An Analysis And Appraisal Of Televiewing, General School Achievement, And Socio-Economic Status of Thirt-Grade Students In Selected Public Schools of Erie County, New York," Dissertation Abstracts, 25, pp. 5651-5652.

LoSciuto[4] stated the type of questioning used determined the number of televiewing hours reported. Diaries, such as the one used by this researcher, produced the lowest estimates.

The favorite programs varied with the age of the child in the research that was reviewed. Witty[5] found a large percentage of what children watched and liked was considered fantasy. Lyle and Hoffman[6] found first graders' favorite programs were cartoons. This agreed with the heavy favorite of the children sampled in the study regardless of their reading ability.

---

[4]Leonard A. LoSciuto, "A National Inventory of Television Viewing Behavior," Television and Social Behavior, IV, A technical report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior, Edited by Eli. A. Rubinstein, George A. Comstock, and John P. Murray, Rockville, Maryland: No date given, but it would have to be 1972 or after, ERIC, ED 059 626, pp. 33-86.

[5]Paul Witty, "Children of the Television Era," Elementary English, 44, May, 1967, pp. 528-535.

[6]Jack Lyle, Heidi R. Hoffman, "Television In The Daily Lives of Children," Television and Social Behavior, 4, 1971, Washington, D.C., U.S. Government Printing Office, ERIC, ED 059 626, pp. 1-12.

Starkey and Swinford[7] pointed to some positive effects of televiewing which should not be overlooked. People remember facts that they see; the vocabulary of the average first grader has almost doubled since television viewing began; television is a stimulus for reading; the poor reader learns things he never would have because of his inability to read about it.[8] The positive side of televiewing is an important one and, if used properly, could be helpful to children.

This researcher found a negative correlation between reading achievement and the amount of televiewing. The research showed a diversity of opinion. The researchers who found televiewing showed no correlation to reading achievement were Greenstein, Clark, Bullock, Dewing and McCabe, Glenn, LaBlonde and Childers and Ross. Those researchers who found a relationship between the amount of televiewing and reading achievement were Scott, Witty, Starkey and Swinford, Lyle and Hoffman with tenth

---

[7]John D. Starkey, Helen Lee Swinford, "Reading? Does Television Viewing Time Affect It?" Northern Illinois University, De Kalb, Illinois, 1974, ERIC, ED 090 966, pp. 1-12.

[8]ibid., p. 6.

graders and Tinday and Reid. The diversity of the research continued even in the 1970's.

RECOMMENDATIONS FOR FURTHER RESEARCH

Future research might further investigate the issue of televiewing and the reading achievement of children with a much larger sampling. It would be interesting to see if there were a difference between suburban and urban televiewing habits of high and low achievers.

A second recommendation might be to urge school systems to accept the responsibility of informing parents of the benefits and deficits of televiewing for children of different ages.

BIBLIOGRAPHY

BULLOCK, LEONARD, DOUGLAD B. DEWING and ANNE M. McCABE. "Television Habits of Sixth-Grade Children," University of North Carolina, Chapel Hill, North Carolina. as found in Donald G. Tarbet, "The Televiewing Habits of Pupils," The Clearing House, April, 1966, pp. 486-487.

CHILDERS, PERRY R. and JAMES ROSS. "The Relationship Between Viewing Television and Student Achievement," The Journal of Educational Research, 66, 1973. pp. 317-319.

CLARK, WALTER J. Xavier University, Cincinnati, Ohio. as found in Franklin Dunham, "Effect of Television on School Achievement of Children," School Life, 34. 1952. pp. 88-89.

COHEN, DOROTHY H. "Is TV a Pied Piper?" Young Children. ERIC, EJ 106 278, November, 1974. p.2.

GREENSTEIN, JACK. "Effects of Television Upon Elementary School Grades," Journal of Educational Research, 48. 1954. pp. 161-176.

LaBLONDE, JEANNE ANTOINETTE. "A Study of the Relationship Between Television Viewing Habits and the Scholastic Achievement of Fifth Grade Children," Dissertation Abstracts, 27. February, 1967. p. 2284A.

LoSCIUTO, LEONARD A. "A National Inventory of Television Viewing Behavior," Television and Social Behavior, IV, A technical report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior, Edited by Eli A. Rubinstein, George A. Comstock, and John P. Murray, Rockville, Maryland: No date given, ERIC, ED 059 626, pp. 33-86.

LYLE, JACK. "Television in Daily Life: Patterns of Use" (overview), Television and Social Behavior, IV. A technical report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior, Edited by Eli A. Rubinstein, George A. Comstock and John P. Murray, Rockville, Maryland: No date given, ERIC, ED 059 626, p. 9.

LYLE, JACK and HEIDI R. HOFFMAN. "Television In The Daily Lives of Children," Television and Social Behavior, 4, 1971, Washington, D.C., U.S. Government Printing Office, ERIC, ED 059 626, pp. 12-24.

REID, DAVID and KEVIN TINDAY. "Television Children," Sydney Teachers College's Audio Visual Centre, Sydney, Australia. As found in James Kirkaldy, "TV survey links viewing and under-achievement," Times Educational Supplement. 3164, January 23, 1976. p. 15.

ROBINSON, J.P. "Television's Impact on Everyday Life: Some Cross National Evidence," Television and Social Behavior. ERIC, ED 059 626, 1971. p. 4.

SCOTT, LLOYD F. "Television and School Achievement," Phi Delta Kappan, 38, 1956. pp. 25-28.

SLATER, BETTY RECH. "An Analysis And Appraisal Of The Amount Of Televiewing, General School Achievement, And Socio-Economic Status of Third-Grade Students In Selected Public Schools of Erie County, New York," Dissertation Abstracts, 25. April, 1965. pp. 5651-5652.

STARKEY, JOHN D. and HELEN LEE SWINFORD. "Reading? Does Television Viewing Time Affect It?" Northern Illinois University, De Kalb, Illinois. 1974. ERIC, ED 090 966. pp. 1-12.

THOMPSON, GLENN W. "Children's Acceptance of Television Advertising and the Relation of Televiewing to School Achievement," Journal of Education Research, 58. December, 1964. pp. 171-174.

WITTY, PAUL. "Children of the Television Era," Elementary English, 44, May, 1967. pp. 528-535.

Dear

Please use the attached forms. On form one list the second grade children in your class who are reading one year or more above grade level. Beside their name list the title of the book in which each child is reading.

On form two list the second grade children in your class who are reading in a primer or below and the book in which each is reading. Please return the completed list to the office.

Thank you for your cooperation.

Sincerely,

Carol List

FORM ONE

High achievers - Those second graders reading one or more years above grade level.

NAME OF CHILD	TITLE OF BOOK

FORM TWO

Low achievers - Those second graders reading in a primer or below.

NAME OF CHILD	TITLE OF BOOK

Dear Parents,

I am a first and second grade teacher in the Montclair school system and I am doing a research paper on the amount of television and the kinds of programs second grade children watch. I would like to include your child in this study.

No names of any child will be used. I am looking for averages in television watching and the types of programs second graders like to watch.

Enclosed is a calendar for the week of December 3rd. I would appreciate your filling in the calendar for the week stated and returning it to me in the self-addressed enclosed envelope. I will need to know the name of each program or the channel your child watches. If your child watches two half hour programs during the hour period, please list both programs or channels.

All information on a particular child will be kept confidential. It is the averages of the group of children included in this study in which I am interested.

Thank you very much for your help.

Sincerely,

Carol List

Please list the name of each program or the channel watched during the specific time.

AM		PM	
7:00-8:00		12:00-1:00	
8:00-9:00		1:00-2:00	
9:00-10:00		2:00-3:00	
10:00-11:00		3:00-4:00	
11:00-12:00		4:00-5:00	
		5:00-6:00	
		6:00-7:00	
		7:00-8:00	
		8:00-9:00	
		9:00-10:00	

Saturday
December 3rd

Please list the name of each program or the channel watched during the specific time.

AM		PM	
7:00 - 8:00		12:00 - 1:00	
8:00 - 9:00		1:00 - 2:00	
9:00 - 10:00		2:00 - 3:00	
10:00 - 11:00		3:00 - 4:00	
11:00 - 12:00		4:00 - 5:00	
Sunday December 4th		5:00 - 6:00	
		6:00 - 7:00	
		7:00 - 8:00	
		8:00 - 9:00	
		9:00 - 10:00	

Please list the name of each program or the channel watched during the specific time period.

	Monday - December 5th		Tuesday - December 6th
7:00-7:30 AM		7:00-7:30 AM	
7:30-8:00 AM		7:30-8:00 AM	
3:30-4:00 PM		3:30-4:00 PM	
4:00-5:00		4:00-5:00	
5:00-6:00		5:00-6:00	
6:00-7:00		6:00-7:00	
7:00-8:00		7:00-8:00	
8:00-9:00		8:00-9:00	
9:00-10:00		9:00-10:00	

Please list the name of each program or the channel watched during the specific time.

	Wednesday - December 7th		Thursday - December 8th
7:00-7:30 AM		7:00-7:30 AM	
7:30-8:00 AM		7:30-8:00 AM	
3:30-4:00 PM		3:30-4:00 PM	
4:00-5:00		4:00-5:00	
5:00-6:00		5:00-6:00	
6:00-7:00		6:00-7:00	
7:00-8:00		7:00-8:00	
8:00-9:00		8:00-9:00	
9:00-10:00		9:00-10:00	

Please list the name of each program or the channel watched during the specific time.

	Friday- December 9th
7:00-7:30 AM	
7:30-8:00 AM	
3:30-4:00 PM	
4:00-5:00	
5:00-6:00	
6:00-7:00	
7:00-8:00	
8:00-9:00	
9:00-10:00	

This is the end of the survey. Please return this calendar in the self-addressed envelope.

Thank you very much for your cooperation.